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ABSTRACT
        The high, voluntary turnover of child and youth care
staff at a residential treatment center was due primarily to low job
satisfaction levels. Since the relationship between employees and
supervisors directly affects job satisfaction, it was posited that a
training intervention focusing on improving the employee support
skills of first-level supervisors would reduce staff turnover. Three
3-hour training sessions were held for supervisory personnel. The
sessions emphasized role playing, field assignments, peer review,
positive reinforcement, and multiple evaluation techniques. Pre- and
postevaluations were compared to determine the effect of the training
program on supervisors, and the targeted child and youth care staff
were surveyed both before and after the intervention to determine
their level of job satisfaction. Before the intervention, 52% of
staff surveyed said that they received little or no job satisfaction,
whereas after the intervention only 20% said they received little or
no job satisfaction. Overall job satisfaction rose considerably, and
supervisory personnel improved their employee support skills. Nine
appendixes provide copies of the following: (1) staff and supervisor
survey forms; (2) survey results; (3) training implementation plan;
(4) training materials, role playing scenarios, and field
assignments; (5) training evaluation forms; and (6) pre- and
postintervention results. Contains 57 references. (MDM)

Increasing Job Satisfaction Among Child Care Workers
Through the Training of First-level Supervisors

by

Angelo (Chip) Bonsutto

Cohort 54

A Practicum Report Presented to the
Master's Program in Child Care, Youth Care,
and Family Support
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

NOVA UNIVERSITY

1993

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

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ABSTRACT

Increasing job satisfaction among child care workers through the training of first-level supervisors. Bonsutto, Angelo M., 1993: Practicum Report, Nova University, Master's Program for Child Care Administrators. Descriptors: Child Caregivers/Child Caregiver Supervisors/Labor Turnover/Job Satisfaction/Supervisor Training/Supervisor Education/Job Enrichment/Work Attitudes/Employee Attitudes/Residential Treatment Centers

The frequent voluntary turnover of child and youth care staff was problematic at a residential treatment center. Based on a review and analysis of the research literature, voluntary staff turnover and job satisfaction have an inverse relationship. A majority of surveyed child and youth care staff at this residential treatment center report that they got little or no satisfaction from their job. Overall job satisfaction of child and youth care staff at the agency needed improvement to reduce or positively impact the propensity to leave the agency.

The relationship between employee and supervisor directly affects job satisfaction. The author developed a training intervention focused on improving the employee support skills of first-level child and youth care worker supervisors. The author developed several evaluations to determine the effect of the intervention on the targeted supervisors and child and youth care workers.

Following the completion of this training strategy, job satisfaction among the targeted child and youth care staff improved. In addition, these interventions improved the support skills of the first-level supervisors, but not to the standards set in the objectives. Appendices include sample surveys, evaluations, and training materials.

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CHAPTER 1: INTRODUCTION AND BACKGROUND

Located several miles from a large Midwest city, the practicum agency has been serving youth and families for almost seventy years. The practicum agency provides an expansive menu of community-based, out-patient and residential services. It is within the residential services that the majority of the agency's child and youth care workers have traditionally been employed. To better understand the child and youth care worker's function and condition at the practicum agency, the following overview examines the various work environments, residential and therapeutic services, personnel practices, and organizational infrastructure.

Work Environment: The Physical Plant

Twenty-three buildings on 180 acres comprise the main campus of the practicum agency. Several of the these buildings accommodate administration, training facilities, educational services, foster care programs, family preservation, family therapy and supportive services such as dietary, maintenance, housekeeping and the laundry. Fourteen buildings serve as residence for children and youth. These buildings or residential units are the primary work site for the agency's child and youth care staff.

Similar to other child care facilities built in the years following World War I, the practicum agency's residential units were designed to be more homelike and not comparable to the traditional barracks-style institutions built previously (Whittaker, 1988). Over the years, the practicum agency constructed additional residential units. Today, two distinctly different floor plans or unit designs coexist at the agency. The original residences are two floor, tudor-styled buildings. In essence, these were built like traditional houses -- only on a much larger scale. The new designs are secured or locked, one-floor buildings that utilize glass walls to enable "line-of-sight" supervision of clients and staff. Both designs provide living space for the youth and office space for the staff.

Children and Youth

This residential treatment center has the capacity to treat and care for approximately 180 children and youth. Based on a review of the practicum agency's intake databases, this facility's residential programs serve approximately 350 different youth annually. The agency has received referrals from a multitude of national, regional and local children services boards, department of human services and juvenile courts.

The practicum agency provides residential
therapeutic services for children and youth between the
ages of 11 and 21 years of age. At the time of
placement, many of these youths were in a maturational,
developmental, psychological or social crisis that
placed them or others at risk of harm or injury. These
youths present a myriad of psychological, emotional,
developmental, educational and behavioral needs. Many
of these youths have an extensive history of physical,
sexual or emotional victimization, neglect, and/or
criminal behavior. Many were neglected by parents or
other caretakers. Approximately a third present as
developmentally challenged. Most lack appropriate
adaptive or social skills. When stressed or in crisis,
many of these youths may self-injure, aggress towards
others, become oppositional, run away, use drugs or
withdraw.

While in treatment, many of these youths continue
to display maladaptive behaviors with variant degrees
of frequency and intensity. Based on a review of the
practicum agency's incident databases, the clients in
placement present the child and youth care workers with
a variety of challenges. For the first eleven months
of 1992, direct care workers documented 5,729
behavioral or unusual incidents. These incidents

traversed the spectrum from medical noncompliance to
physical assault.

Residential and Therapeutic Services

The practicum agency strives to provide
residential and therapeutic services according to each
child's and his/her family's unique needs. The family
systems model (Minuchin, 1974; Haley, 1976) forms one
of the cornerstones of the practicum agency's treatment
philosophy. This philosophy postulates that a child's
behavior occurs within the context of a system, i.e.,
the family. Therefore, treatment includes both child
and natural or surrogate family.

Treatment of children and youth with comparable
primary needs occurs in specific residential units.
Units with similar populations form program clusters.
The two or three units that comprise these clusters
provide services milieu-based treatment that focuses on
specific homogeneous needs of the children and
families. These needs include: inappropriate sexual or
victimizing behavior; developmental disorders such as
mental retardation and pervasive developmental
disorders; severe emotional and mental disorders; and
delinquent behavior. Services provided in these
program clusters include: individual counseling,
psychotherapeutic groups, partial hospitalization,

skills groups, family therapy, social-recreational activities and a therapeutic milieu. Through child and youth care personnel have duties in all of these services, the therapeutic milieu serves as the primary job platform.

According to Trieschman (1969), the therapeutic milieu serves as the tool that facilitates change. Child and youth care workers coordinate their actions within the therapeutic milieu to improve the lives of children. The practicum agency bases its milieu interventions and programs on psychoeducational and social-learning paradigms (Bandura, 1977; Brendtro & Ness, 1983; Goldstein, 1988). These social-learning approaches are fused with the family systems paradigm (Minuchin, 1974; Haley, 1976) to form the core of the practicum agency's treatment philosophy and practices.

<u>Child and Youth Care Staff: Function,</u>

<u>Training and Supervision</u>

<u>Function</u>

According to personnel records, the practicum agency employs more than 400 individuals to serve children and families. Of these employees, 222 provide direct care and/or supervise direct care staff. 166 of the 222 employees are classified as child and youth care workers.

Most of the child and youth care workers hired
come from the local metropolitan area. Based on a
review of the practicum agency's aggregate personnel
data, the average child care worker is approximately 25
years old, single with approximately two years of
college. About a third possess at least a bachelor's
degree. Most do not have any previous direct care
experience.

The adult-child relationship is fundamental in the
training and education of youth (Brendtro & Ness,
1983). At the practicum agency, the child and youth
care workers are primarily responsible for developing
and nurturing the therapeutic adult-child relationship.
In developing this relationship, the child and youth
care worker facilitate the implementation of the milieu
activities or services, crisis interventions and
skill-building exercises. These exercises include:
supervision and training of the youth during
skill-building routines such as meals, leisure
activities and personal hygiene routines;
cofacilitation with unit-based therapists of
skill-building groups focused on the development of
prosocial behaviors; assisting the teacher during
school hours; implementing partial hospitalization
activities; and providing supervision while the youth

sleep. Child and youth care workers provide services for the youth 24 hours a day, seven days a week.

Assigned to one residential unit, child and youth care workers usually do not rotate between residences unless promoted or permanently transferred. Dependent on program population and budget, child and youth care staff work from 42.5 to 48 hours per week excluding overtime. Based on a review of the practicum agency's staffing patterns and schedules, the child and youth care worker-to-client ratio during day and evening hours averages one to five. Contingent on the youth population and demographics, at least two to five child and youth care workers are on-duty per unit per day and evening shifts. While the children and youth are asleep, at least one child and youth care worker is present and awake in each residence.

Training

Before beginning their direct care work, each child and youth care worker must complete an agency provided two-week, orientation training program. This orientation training program details: agency policy and procedure; first aid and CPR; basic child development and skill-building interventions; and behavior and crisis management techniques. Between January 1, 1989 and December 31, 1992, the practicum agency hired 418

child and youth care workers who completed the two-week
orientation training program.

After the orientation training, child and youth
care workers must receive a minimum of 24 hours of
training per year. To meet this training requirement,
the practicum agency offers child and youth care
workers a career advancement program or ladder that
focuses on providing mandated training and further
developing child care skills. If a child and youth
care worker completes the two-year career advancement
training package, they can earn up to a 7.5% raise. As
Krueger (1986b) recommended, a child and youth care
worker's training combines both in-house and off-site
sessions to help staff gain a better understanding of
the field.

Supervision

While on-duty, s senior child and youth care
worker, a shift/treatment supervisor or leader,
supervises the child and youth care workers. For this
practicum, treatment/shift supervisors are first-level
supervisors. In addition to regular child and youth
care functions, treatment/shift supervisors'
responsibilities include the overall operations of the
residential unit and staff supervision during their
assigned shift. This includes the delegation of work

assignments, the on-line informal and formal training
of child and youth care staff, handling conflicts, and
providing positive and corrective feedback. At least
one treatment/shift supervisor or leader per unit is
on-duty during all day and evening shifts. Each unit
has three to four treatment/shift supervisors or
leaders assigned to it. According to personnel files,
the average treatment/shift supervisor has two to three
years of previous direct care experience. Prior to the
implementation of this practicum's solution strategy,
the agency did not provide any formal training specific
to supervisory skills for these individuals.

Another first-level manager, the unit manager,
provides supervision for child and youth care staff of
each residence. The unit manager functions include:
case management services for the clients while in
placement; administrative duties such as interviewing,
hiring, training and disciplining of assigned child and
youth care workers; and operational functions such as
ensuring compliance with regulations and standards and
maintenance of the physical plant. Based on a review
of the practicum agency's personnel records, all unit
managers are former child and youth care staff. This
is similar to Krueger's (1986b) "workers supervising
workers" concept. At the practicum agency, unit

managers have several years of direct care experience
with a mean of 5.8 years of service at the agency.
Education ranges from some college to graduate degrees.

The unit manager is the focal point of the
decision-making process within each residence. The
unit manager serves as the chairperson of planning
meetings for youth and the unit's team meeting. Based
on a discussion with various administrative and
cottage-based personnel, it is within the context of
the team meeting that the unit's decision-making
process is to occur. In design, the unit team should
function within a total team framework that maximizes
primary group relationships (Vorrath & Brendtro cited
in Brendtro & Mitchell, 1983).

In addition to the unit manager, each residence
has from one to three unit-based clinical staff. The
responsibilities of the clinical personnel include the
development of individual services plans and the
provision of individual, group and family therapy. In
addition, these licensed professional staff develop and
provide training of milieu interventions used by the
child and youth care workers.

Program supervisors administer a cluster of two or
three units. The practicum agency employs six program
supervisors. As with unit managers, these individuals

customarily have been former direct care staff.
According to the practicum agency's personnel records,
most have several years of direct care and supervisory
experience. In addition to program development and
planning, the responsibilities of these individuals
include the administration of all direct care and
clinical personnel assigned to their respective program
cluster.

<u>Program Director: Position and Role</u>

As agency Program Director, I directly manage the
program supervisors. My responsibilities include: the
coordination and administration of milieu-based
therapeutic and other services; the hiring and
maintaining of supervisory, unit-based clinical and
child and youth care personnel; determining, organizing
and providing staff training; ensuring residential
compliance with all licensing, certifying and
accrediting regulations or standards; the development
of new residential programs or services; development
and adherence with budgetary guidelines; and the
day-to-day operations of the residential units. My
direct supervisor is the practicum agency's Assistant
Executive Director.

Similar to many in the field, I earned by current
position through and from the ranks of direct care

workers. Twelve years ago I started with the practicum
agency as a child and youth care worker. Over the
years, I have been a first-level supervisor, unit
manager, program supervisor and assistant program
director. During my career at the practicum agency, I
have been responsible for or assisted in the creation
of many of the practicum agency's specialized
residential services or programs; record-keeping and
computer database systems; staff training programs; and
agency strategic planning. In addition, I am a
Licensed Social Worker, certified by the State's child
care worker association as a child care worker and a
board member of the State's child care worker's
association.

Over the past several years, I have presented over
a score of workshops at local, state and national child
and youth care conferences. In solving problems,
developing the solution is only half of the battle --
training others to use the solution may be the most
difficult. My experience as a instructor and trainer
was a benefit in this practicum project.

CHAPTER 2: STUDY OF THE PROBLEM

Problem Statement

The frequent voluntary turnover of child and youth
care staff has been problematic at the practicum
agency. Based on a review and analysis of the research
literature, there is an inverse relationship between
staff turnover and employee job satisfaction. A
majority of surveyed child and youth care staff at the
practicum agency reported that they got little or no
satisfaction from their job. Overall job satisfaction
of child and youth care staff needed improvement at the
practicum agency to impact voluntary turnover of child
and youth care workers.

Problem Documentation

In building the therapeutic milieu, the
relationship between the youth and caregiver serves as
the basis for care and change (Brendtro & Ness, 1983).
"Caring relationships" form the foundations of
treatment (Krueger, 1990). Frequency turnover of child
and youth care staff shatters the therapeutic
relationship and impacts on the quality of care (Cohen
cited in Doriety & Powell, 1988). Direct care turnover
adversely affects the consistency of care that children
need to change (Krueger, 1986a). In addition, child
care turnover represents a significant tangible cost

for the organization (Mobley, 1982; Doriety & Powell,
1988). For a children's residential treatment center,
the control of child and youth care turnover is
paramount.

Staff turnover refers to the number of employees
that leave (e.g., by resignation, termination,
retirement, disability) an organization during a
specific period (McEvoy & Cascio, 1985, p. 343).
Several methods exist to calculate employee turnover
(Mobley, 1982; Doriety & Powell, 1988; Mitchell &
Braddock, 1990; "Ohio committee," 1991). For this
practicum, turnover percentages were calculated by
dividing the number of staff that left the organization
with the number employed during a specific period,
i.e., a year (Mitchell & Braddock, 1990; "Ohio
committee," 1991; Finnell, 1992).

A review of research literature revealed that
annual child and care worker turnover ranged from a low
of 23% to a high of 73% (Rosenfeld, 1979; Ross, 1983;
Doriety & Powell, 1988; Mitchell & Braddock, 1990;
"Ohio committee," 1991; Finnell, 1992). Based on an
analysis of the practicum organization's personnel
databases, child and youth care worker turnover for
1992 was slightly less than 32%. Since 1988, the
practicum agency has had an average annual child and

youth care turnover of slightly more than 41%. In
addition, during this five year period, child and youth
care staff with less than six months experience
accounted for 60% of the agency's turnover.

Employee turnover can be involuntary or functional
(e.g., termination or retirement) or dsyfunctional or
voluntary (Dalton, Krackhardt & Porter, 1981; Doriety &
Powell, 1988). McEvoy and Cascio (1985, p. 343)
referred to dsyfunctional or voluntary turnover as
controllable turnover that is initiated by the employee
(e.g., resignations) and not the employer (e.g.,
terminations, mandatory retirement). For this
practicum, voluntary or dsyfunctional turnover referred
to the number of child and youth care staff that
completed the initial two-week orientation training and
left the agency on their own accord. Based on a review
of the practicum agency's personnel databases,
approximately 70% of the agency's child and youth care
turnover met the above definition.

For the practicum agency, child and youth care
turnover was a costly issue in both tangible and
intangible terms. Based on the practicum agency's
orientation training alone, the cost of child and youth
care turnover exceeded $120,000 for 1992. Though
difficult to measure, the cost of child and youth care

turnover on the treatment of the practicum agency's clients, and stress of its personnel, was estimated to be substantial. The tremendous cost of child and youth care turnover warranted an intervention aimed at reducing it.

Mobley (1982, chap. 4) suggested that employee turnover may have its foundation in the hiring, training, compensation, supervision, scheduling, and career advancement practices of an organization. McEvoy and Cascio (1985) investigated the effectiveness of two different types or strategies of interventions, realistic job previews and job enrichment, on employee turnover through an extensive review and analysis of the research literature. Upon conclusion of their analysis, they found that those interventions that focused on designing or enriching the job had a greater positive impact on employee turnover.

Upon analysis and review of the research literature, child and youth care turnover is a symptom of underlying problems or needs within an agency. Mobley et al. (cited in Mobley, 1982) argued that employee turnover was inversely related to current job satisfaction, future expectations and the evaluation of employment opportunities within and outside the agency. Negative job satisfaction increases the propensity of

an employee to leave an organization (Bedrian &
Armenakis, 1981; Klenke-Hamel & Mathieu, 1990).

Job satisfaction refers to an employee's attitude
or perception regarding the various facets of his/her
employment or position (Krueger, 1986b, p. v).
Employment aspects contained in job satisfaction
include: coworkers, supervisors, interactions with
supervisors and clients, agency identification, working
conditions, workload, parent and community awareness,
and training (Krueger et al., 1987).

During the proposal phase of this practicum, I
developed and conducted a survey of 23 child and youth
care workers employed at the practicum agency. In
addition, I surveyed ten first-level supervisory
personnel, i.e., unit managers, treatment/shift
supervisors. These child and youth care workers and
supervisors were employed in the practicum agency's
residential units with the highest overall annual
turnover and the highest turnover of staff with less
than six months seniority. In addition, to reduce the
impact of confounding factors, the target units worked
with similar populations of clients (i.e., youth with
developmental disabilities) and provided similar
services within similar work environments (i.e.,
two-story, original floor design units).

Of the 23 child and youth care workers surveyed, more than 52% responded that they got little or no satisfaction from their job. Almost 57% reported that they believed that they had a limited or no future with the agency. For comparison purposes, 70% of the supervisory personnel reported that they were at least satisfied with their job. Appendices A and B, respectively, contain the two survey forms and the complete postintervention survey results.

Analysis of the Problem

As Mobley (1982) noted, a combination of work related items comprise job satisfaction. Krueger et al. (1987) reported that several different areas or aspects contribute to an employee's job satisfaction. These facets include: fundamental aspects such as salaries, benefits and scheduling (Ross, 1983; Fleischer, 1985; Krueger, 1986a, 1986b; Dalton & Mesch, 1990); training and career advancement opportunities (Ross, 1983; Fleischer, 1985; Krueger, 1986a, 1986b; Doriety & Powell, 1988); stress and role ambiguity (Bedrian & Armenakis, 1981; Strout & Posner, 1984; Klenke-Hamel & Mathieu, 1990); involvement in the decision-making process (Krueger, 1986a, 1986b; Finnell, 1992; Stuck, 1992); and the type and level of supervision (Byman, 1977; Ross, 1983; Waxman, 1984;

Krueger, 1986b; George & Bettenhausen, 1990; Finnell, 1992).

Salary, Benefits and Scheduling

Based on conversations with peers at other local residential treatment centers, the practicum agency's offered a competitive salary and benefit package for child and youth care workers. In addition, the agency's child and youth care staff salaries and benefits compared favorably with state and national averages (Mitchell & Braddock, 1990). As Krueger (1986a) reported, salaries for entry level child care workers continue to remain relatively low when compared to other professional and nonprofessional job classifications. Stuck (1992) reported that financial compensation ranked second out of thirty job satisfaction indicators in a Child Welfare League of America (CWLA) study of Florida social workers.

Interestingly, based on a review of the practicum agency's training records, only about a third of all eligible child and youth care workers actively participated in the agency's career advancement program which included a salary incentive. Salaries concern child and youth care workers but may be only a contributing factor in regards to staff turnover and job satisfaction (Fleischer, 1985; Stuck, 1992). With

respect to financial compensation, other job aspects
may have more of an influence on job satisfaction.

By tradition and the nature of the field, child
and youth care workers work a combination of days,
evening, overnights and weekends (Krueger, 1986b).
Over the past several years, the practicum agency has
made a concerned effort to establish set or standard
schedules for child and youth care workers. Prior to
and during the practicum, the agency used a three shift
format (e.g., days, evenings and overnights) for child
and youth care workers. All child and youth care
workers schedules included two sequential days off per
week. Yet, flexibility in scheduling remains. As
Krueger (1986b) noted, most child and youth care
workers enjoy some flux or uniqueness in their
schedules.

Either the unit manager or one of the shift
supervisors wrote the monthly child and youth care
worker schedules during the practicum period. Krueger
(1986b) noted that child and youth care workers report
greater satisfaction with schedules that they had some
part in developing. Dalton and Mesch (1990) suggested
that substantial benefits (i.e., reductions in
absenteeism) and disadvantages (i.e., certain jobs are
not adaptable to flexible-scheduling) exist to allowing

employees to develop their own schedules. The lack or
limited involvement of child and youth care workers in
schedule development may impact job satisfaction at the
practicum agency.

Stress and Job Ambiguity

Stout and Posner (1984) concluded there was a
significant association between stress and job.
Several studies (Fedrian & Armenakis, 1981;
Klenke-Hamel & Mathieu, 1990; Stout & Posner, 1984)
suggested that stress and job ambiguity adversely
affect job satisfaction and increase the predisposition
of employees to leave an organization. Yet, of the 23
child and youth care workers survey at this agency 70%
reported that most or all of their job roles and
expectations were well defined. Ninety-six percent
reported that they viewed themselves as good or very
good child care worker. An equally high percentage
(79%) reported that they would become child and youth
care workers again. Based on this, job stress and
ambiguity do not appear to adversely affect job
satisfaction within the surveyed group.

Involvement in Decision-making

Brillinger (1990) stated that a fundamental
association or link between decision-making and the
performance of a job. Confused, clouded or ambiguous

decision-making/job performance connections result in decreases in job satisfaction and an overdependency of the supervisee on the supervisor. Price (1973) proposed that a centralized decision-making process within an organization produces more turnover than a defused decision-making system. Furthermore, centralized decision-making processes do not lend themselves to establishing a problem-solving technology (Brendtro & Mitchell, 1983).

The lack of involvement in the decision-making process can develop a feeling of "powerlessness" with in a child and youth care worker that induces burnout, promotes alienation and, ultimately, results in the worker leaving the organization (Forster & Linton, 1988). Krueger et al. (1987) found that the perceived level of decision-making involvement by child and youth care workers was a strong predictor of job satisfaction and organization commitment. In the 1990 Child Welfare League of America (CWLA) survey of Florida state social workers, involvement in decision-making was rank ninth out of thirty survey items (cited in Struck, 1992).

Sixty-one percent of the 23 child and youth care workers surveyed at the practicum agency reported that they had little or no involvement in the decision-making process within their unit. A similar

percentage of the child and youth care workers surveyed reported that they attended a quarter or less of their unit's team meetings per mont' Stuck (1992) noted, that the child and youth care workers who do not engage in the decision-making process, perceive that they are not valued within the unit or organization.

Another alarming result is that 90% of the supervisors surveyed at this agency reported that the child and youth care staff were regularly or always involved. All of the supervisory staff attend 75% or more of the team meetings per month. This discrepancy between child and youth care worker and supervisor perception is alarming. The discrepancy suggested that what supervisors believe they are offering is not equally perceived by the child and youth care staff.

Type and Level of Supervision

As Fox (1989) recalls in a personal testimonial, being alone on-duty with many clients was the standard for child and youth care work in the "early years." Today, this is not permitted in many situations. For example, children's residential center licensing standards in Ohio specify a staff-to-client ratio of from one to six up to one to ten (Ohio Department of Mental Health [ODMH], 1991; Ohio Department of Human Services [ODHS], 1989). For the practicum agency,

these regulations and standards have led to a need to

increase its child care resources and, subsequently,

child and youth care worker supervisors.

The availability of more supervisory personnel has

many positive and potential negative connotations.

Brillinger (1990) suggested that the most important

relationships within an organization are the

supervisory ones. Within the practicum agency, the

supervisory relationship with the greatest impact on

job satisfaction and turnover exists between unit

manager or treatment/shift supervisor with the child

and youth care worker. The strength of this

employee-supervisor relationship or bond has a

tremendous impact on the success of the organization,

the degree of employee job satisfaction and turnover

(Mobley, 1982; Waxman, 1984; George & Bettenhausen,

1990).

Mobley (1982) offered that an effective

employee-supervisor relationship develops by forming a

positive personal relationship with the employee,

demonstrating respect for the employee and creating a

supportive work environment. Successful supervisors

and leaders provided direction and motivation (Strong,

1986). Mobley (1982) added that supervisors control

the positive reinforcement or feedback. Positive

feedback serves as the primary motivational tool for supervisors to improve employee job performance (Ludeman, 1989; 1990).

At the practicum agency, 65% of the child and youth care workers surveyed reported that they occasionally or never got positive feedback from their identified supervisors. Of the child and youth care workers surveyed, 48% reported that corrective feedback was always or usually offered. An equal percentage reported that their supervisors occasionally or never were receptive to an employee's idea. From the supervisor's viewpoint, 70% of those surveyed reported that they usually or always gave positive and corrective feedback to the staff they supervise.

Obviously, a noticeable difference existed between how supervisors and subordinates perceived positive and corrective interactions or support at the practicum agency. Krueger (1986b) offered that child and youth care workers need and deserve the support of supervisory staff. Ludeman (1989; 1990) suggested that a greater degree of caring displayed by managers increases employee job satisfaction and performance. George and Bettenhausen (1990) concluded that a leader's positive or prosocial behavior increased the prosocial behavior of the group. Increases in a

group's prosocial behavior and effective
employee-supervisor relationships contributed to
increased productivity, job satisfaction and reductions
in employee turnover.

Lack of supportive supervision adversely affects
job satisfaction and the propensity to leave an
organization (Fleischer, 1985). Waxman (1984) observed
that when employees found supervisors and work
environments as too rigid, ordered, or organized job
satisfaction decreased and turnover increased. One of
the units viewed by administration as very organized
and task oriented, has one of the highest percentages
of employee turnover and the highest percentage of new
(i.e., less than six months) turnover in the agency.
Child and youth care and supervisory staff of this unit
completed a survey for this practicum proposal.

CHAPTER 3: PRACTICUM GOAL, OBJECTIVES

AND SOLUTION STRATEGY

Practicum Goal and Objectives

By the end of the practicum period, to improve
perceived job satisfaction of the targeted child and
youth care staff by 25%, as measured by a self-report
survey, in order to positively impact the propensity to
leave which results in voluntary child and youth care
turnover.

Job satisfaction refers to an employee's attitude
or perception regarding the various facets of their
employment or position (Krueger, 1986b, p. v). The
target child and youth care staff are those employed in
the three units detailed in Chapter 2. For this
practicum, voluntary child and youth care turnover
referred to the child and youth care staff that
completed the initial two-week orientation training and
left the agency on their own accord. The practicum
period was ten weeks in duration.

Objective One

By the end of the tenth week, to improve the
targeted first-level supervisors' ability to increase
support by providing positive and corrective feedback
to child and youth care workers by 50% as measured by a
peer evaluation.

For this practicum, targeted first-level
supervisors referred to those unit managers and
treatment/shift supervisors employed in the three units
detailed in Chapter 2.

Objective Two

By the end of the tenth week, to improve the
targeted child and youth care workers' perception of
the amount of support offered by first-level
supervisors through the provision of positive and
corrective feedback by 25% as measured by a self-report
survey.

Objective Three

By the end of the tenth week, to increase
first-level supervisor's knowledge of the teamwork
model and involving child and youth care workers in the
decision-making process by 50% as measured by pre and
postintervention evaluations.

Objective Four

By the end of the tenth week, to improve the child
and youth care workers' perception of their involvement
in the decision-making process of their unit by 25% as
measured by a self-report survey.

Solution Strategy

Existing Solutions: A Review of the Literature

Part of the problem-solving process required
viewing a problem or situation from one's and other's
perspectives (Goldstein, 1988; Gambrill, 1993). With
respect to employee turnover and job satisfaction,
various models or interventions have been used. From
my review of the literature, the majority of these
interventions fall into four categories: child and
youth care recruitment, administrative interventions,
child and youth care training, and the training of
supervisors.

Child and Youth Care Recruitment

In the quest to reduce employee turnover and
increase job satisfaction, several researchers have
suggested that an organization should review and
evaluate its recruitment practices. Finnell (1992)
suggested that the hiring and utilization of married
child and youth care workers reduced turnover. Ross
(1983) reported that some child care agencies with low
turnover hire only experienced child and youth care
staff. The author postulated that this decreased the
number of employees experimenting with career choices
and increased the propensity that they would stay with
the agency.

Wasmund and Tate (1988) suggested there is a
strong relationship between personality and performance
of effective child and youth care workers. They
suggested testing for these attributes before hiring an
applicant. Similarly, Krueger (1986b) recommended that
child caring agencies hire candidates with values and
philosophy similar to the organizations. O'Reilly,
Caldwell and Barnett (1989) added that employee groups
comprised of similar demographics were less likely to
leave the group or organization. In addition,
individuals with a similar tenure in the group have a
lower likelihood of leaving the group.

Administrative Interventions

Several studies have suggested that administrative
or organizational interventions impact job satisfaction
and employee turnover. Two interventions, salary and
team involvement, appear in many of these studies.
Foster and Linton (1988) noted that when it comes to
financial compensation, child and youth care workers
were at the bottom of the mental health/social service
occupational hierarchy. Krueger et al. (1987) found
that salary level was a predictor of favorable job
satisfaction. For a group similar to child and youth
care workers, early child teachers, Granger and Marx
(1992) found that pay and working conditions had a

strong relationship with job satisfaction. In the CWLA
study (cited in Stuck, 1992), the second highest job
satisfaction perception factor was financial
compensation.

Ross (1983) recommended that child and youth care
organization offer higher starting salaries to attract
more talent applicants and retain competent employees.
Based on an analysis of the practicum agency's
personnel databases, less than 20% of its annual
voluntary turnover occurred in child and youth care
staff making more than $14,250 or 7.5% more than
entry-level. At the practicum agency, entry-level
staff are five times more likely to leave the
organization than nonentry-level staff even though
entry-level staff comprise approximately two-thirds of
the direct care personnel.

O'Reilly, Caldwell and Barnett (1989) reported
that the group or team had a significant affect on an
individual's decision to stay or terminate his/her
relationship with an organization. Organized and
skilled work teams form the foundation for support,
knowledge sharing, processing, empathy, accountability
and leadership (Krueger, 1990). In child care, most
researchers believe that teamwork has a tremendous
impact on a worker's job satisfaction and performance

(Krueger, 1986b).

Ross (1983) reported that one agency in his study attributed low child and youth care turnover to utilizing the treatment team approach. Finnell (1992) found that the implementation of team meetings contributed to increased support among members and reductions in employee turnover. Teamwork serves as the conduit for child and youth care workers to engage in a group's decision-making process (Brendtro & Mitchell, 1983).

Krueger et al. (1987) found that involvement in the decision-making process influenced both agency commitment and job satisfaction. Eisenberger, Fasolo and Davis-LaMastro (1990) found that agency commitment was positively affected even when employees were anonymously involved in decision-making process (i.e., use of a suggestion box or system). Organizations that have made an effort to include child and youth care workers in the decision-making process have seen their turnover reduced (Ross, 1983; Finnell, 1992).

Child and Youth Care Training

Within the research literature, numerous studies or recommendations exist to develop different types of training programs for child and youth care staff in an attempt to reduce turnover and increase job

satisfaction. Several studies suggested that child caring agencies institute orientation, introductory or preservice child and youth care training (Ross, 1983; Krueger, 1986a, 1986b; Doriety & Powell, 1988; Finnell, 1992).

In addition to training at the beginning of employment, agencies need to encourage continuous training programs and offer post-hire training opportunities (Krueger, 1986b; Finnell, 1992). Several connected these postorientation training programs to career ladders or advancement programs (Ross, 1983; Doriety & Powell, 1988). Krueger et al. (1987) found that the provision of a career advancement program by an agency positively impacted both job satisfaction and organizational commitment.

<u>Training of Supervisors</u>

As noted earlier, Brillinger (1990) submitted that the most important relationship at an agency was the relationship between supervisor and supervisee. George and Bettenhausen (1990) suggested that if in this relationship, the supervisor displays a positive affect, then prosocial behaviors, performance, job satisfaction and turnover of the employees was positively impacted. Several studies argued that the method in which a manager supervises an employee,

influences performance, commitment, job satisfaction
and turnover (Hersey & Blanchard, 1969; Blake & Mouton,
1982; Carew, Parisi-Carew & Blanchard, 1986; Vecchio,
1987). In addition, Ross (1983) hypothesized that
additional training of supervisory staff would
positively affect turnover.

<center>Solution Strategy Employed</center>

Carew, Parisi-Carew and Blanchard (1986)
postulated two distinct dimensions to leadership --
directive behavior and supportive behavior. Ludeman
(1990) argued that today's employees are in search of a
work environment that offers support, involvement and
care. To improve job satisfaction and impact turnover,
the solution strategy employed during the practicum
involved the creation and implementation of a series of
training sessions for first-level supervisors that
focused on developing their supportive behavior.
The solution strategy implemented had four phases:
training development, training implementation, field
practice and evaluation.

Training Intervention Development Phase

Green, Knippen and Vincelette (1985) noted that in
many management training programs, participants acquire
job knowledge, but not job skill. In the development
of a management training program, the authors

recommended the use of skills training method that
provides knowledge, encourages participants to perform
appropriate management tasks and promotes practice.
For the practicum agency, this type of management
training method is identical to the skill-building
technique utilized with the agency's clients. This
skill-building method utilizes social-learning
paradigms and procedures (Bandura, 1977; Goldstein,
1988).

Training Implementation Phase

        Bandura (1977) stated that learning occurs through
direct experience and observation. Both direct
experience and observation were utilized during the
training phase. Training was created to be didactic
and participatory. Krueger (1986b) recommended that
training session be held for a minimum of ninety
minutes during which only a few new concepts were
taught per session. As described below, training
sessions for this practicum were three hours in
duration. This allowed for skill evaluations,
presentation and discussion, and practice of the new
material. Based on the length of the practicum period
and practicum objectives, three training sessions were
planned.

        Role plays serve as an effective tool for training

supervisors (Gabriel, 1982). Following the didactic
segment of the training, Green, Knippen and Vincelette
(1985) recommended that the trainees practice the
skills they have learned and view their performance.
In evaluating and practicing, participants utilized a
video camera and monitor. In this segment of the
training, trainees selected a scene similar to their
actual work environment and practiced the "new skill"
in a role play with other trainees. Each participant
reviewed and critiqued their peers and own performance.

Field Practice

    To ensure the utilization of training in the work
setting, Kruger and May (1985) recommended the
application of a reinforcement system that provides
peer support, accountability for change and periodic
review of the skills learned during training. To
provide the peer support, each unit was given a field
assignment which they completed during the week between
the training sessions. These assignments were based on
the training and required the participants to use the
skills learned. In addition, the assignments required
the involvement of the child and youth care workers
assigned to the trainee's units. Program supervisors
ensured the completion of the field projects. During
subsequent training sessions, each unit reported on

their field assignment.

Training Evaluation

Training should always be evaluated (Krueger,
1986b). To measure the effects of an employee training
intervention, an evaluation system that included both
process and outcome methods was required (Austin,
Brannon & Pecora, 1984). The evaluation system
employed during this practicum included: process
evaluation methods that assessed specific training
objectives, training material or curriculum used,
teaching methods employed and instructor's presentation
style; outcome evaluation methods that focused on
trainee satisfaction; and outcome evaluation methods
that assesses or measures changes in trainee job
performance during and after training.

Involvement of Others

In the training development, implementation and
evaluation phases, several key personnel were involved.
The practicum agency's administration, training,
residential and quality improvement personnel were
consulted for their input.

Practicum Resources

Based on the above intervention detailed above,
the following were the resources required for this
project: a training site, a trainer, and training

supplies such as markers, copying of materials,
flipcharts, video cameras, overhead transparency, and a
overhead projector. In addition, coverage cost were
incurred for staff while they were in training. Due to
the schedule of the training, compensation costs for
staff were kept to a minimum.

Practicum Evaluation

Austin, Brannon and Pecora (1984) recommended the
implementation of an outcome evaluation system to
determine the affects of an employee training
intervention. For this practicum, an evaluation system
was developed which measured the first-level
supervisor's demonstration of positive and corrective
feedback and their knowledge of the
teamwork/decision-making model. Pre and
postevaluations were compared to determine the effect
of the practicum intervention.

In addition, following the practicum intervention,
the targeted child and youth care workers were surveyed
to determine their level of job satisfaction,
perception of positive and corrective feedback and
level of decision-making involvement. These results
were compared with the results detailed earlier to
determine the effect of the practicum intervention.

Report of Action Taken

During the practicum implementation, the solution
strategy above was utilized and modified as needed.
Appendix C contains the actual implementation plan for
the practicum. As reported above, the solution
strategy for this practicum involved four phases --
training development, training implementation, the
field practicums and the evaluation process. The
following details the action taken during each of these
phases.

Training Development

The training development phase was completed
during the first three weeks of the ten week practicum
period. This was the most labor intensive phase in the
practicum. During this phase, three training modules
were adapted and developed on providing positive
feedback, providing corrective or informative feedback,
and implementation of a team model for residential
care.

As noted above, the agency utilizes
social-learning practices (Bandura, 1977; Goldstein,
1988) to treat clients and families. The agency
provides training for all direct care staff in these
methods during orientation and annual training
sessions. For continuity and simplicity, a conscious

effort was made to utilize these training methods when developing the practicum intervention. Therefore, each training module was developed to allow the participants to view a demonstration of the targeted skill, practice the skill and receive feedback on their performance. As reported above, several other sources served as resources ^a how to conduct these presentations (Gabriel, 1982; Green, Knippen & Vincelette, 1985; Kruger & May, 1985; Krueger, 1986b; Eitington, 1989).

The positive feedback training session utilized during this practicum was adapted from Ludeman's (1989; 1990) Worth Ethic Training. This author noted that when employees receive approval, recognition and praise, they become more cooperative and harder working. There job satisfaction and performance increases and the propensity to leave decreases. This training model provided the rationale for using positive feedback and the step-by-step methods for providing positive feedback to employees.

As Drucker (1973) stated, effective informative or corrective feedback serves as a tool that employees use to improve their performance. Again, Ludeman's (1989; 1990) Worth Ethic Training served as the foundation for this training session. This information was fused with other sources (Drucker, 1973; Eitington, 1989) to

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develop a training session that focused on providing useful, non-punitive informative feedback to employees.

The final training session developed dealt with implementation of a team model within a residential unit. Vorrath and Brendtro's (cited in Brendtro & Mitchell, 1983) teamwork primacy model served as the cornerstone for the didactic portion of this session. Particular attention was given on how to better incorporate child and youth care staff into the decision-making process of the residential unit (Krueger, 1986a).

Each of the training sessions, positive feedback, informative feedback, and the team model, mandated the development, adaptation and utilization of specific training materials. During all presentation, didactic material was presented and highlighted through the use of overhead transparencies. To give a more "professional and polished" presentation, all transparencies were developed with the aid of computer graphics software. In addition, presentation handouts and training aids were given to all participants. Appendix D contains samples of the training material and aids developed and used during this practicum.

As Gabriel (1982) reported, role plays are effective tools for training supervisors. For this

practicum, the program supervisors and I developed ten

roles plays for use during the training sessions.

These scenarios were taken from situations that each of

us had dealt with -- successfully or unsuccessfully --

in the past. Appendix E contains samples of the role

play scenarios utilized during this training.

In addition to the development of the presentation

material, field practicums were created for each of the

three training topics. The field practicums promoted

the practice of the "new" skill acquired during

training and involve others within the trainee's unit

in the project. The field practicums developed dealt

with real concerns, problems, policies or practices of

the agency. Appendix F contains samples of the field

practicum assignments used.

Training Implementation

As reported earlier, the practicum contained three

training sessions for first-level supervisory staff.

These took place on the fourth, sixth and eighth week

of the practicum period. In addition, a pretraining

luncheon was held during the third week of the

practicum period to introduce the training, review

objectives and expectations with the participants.

During week ten of the practicum period, a posttraining

luncheon was held to present and discuss the practicum

outcomes with the participants.

All training sessions were schedule on Tuesdays from 10:00 a.m. to 1:00 p.m. Tuesdays were selected by the program supervisors and unit managers due to the majority of child and youth care staff being scheduled for the units' meetings which are held at 2:00 p.m. Thirteen trainees were scheduled to participate in all three of the training sessions. Each training session was divided into four parts: preevaluation, didactic presentation and field practicum discussion, practice and postevaluation, discussion and review.

The preevaluation phase consisted of either a pretest, as in the team model presentation, or role play, as in the positive and corrective/informative feedback sessions. The preevaluation phase was used to determine the baseline of each first-level supervisor's skills. Appendix G contains a copies of the pre and post evaluations and tests used during the training sessions.

During the preevaluation phase of the positive feedback and informative feedback presentations, the group was divided into two and each participant was given one of the previously developed role play scenarios involving them as a supervisor confronting or engaging an employee. The participant was instructed

to role play how they would confront or handle the employee in the scenario. They were instructed to keep their role plays to under five minutes. As suggested by Green, Knippen and Vincelette (1985), each scenario was video taped for review later. This phase took approximately forty-five minutes for each group to complete.

During the didactic phase, I presented the material pertaining to each training session's topic. These presentations were approximately one hour in duration and allowed time for questions and discussion. In addition, a half hour was reserved for the discussion of the field practicum.

In hindsight, an additional half hour could of been utilized during both the presentation and field practicum discussions. In all three presentations, I felt that more time was needed. This was especially noticeable in the final session, the team model session, during which the training session was extended by almost thirty minutes. Interestingly, an analysis of the presentation's evaluations concluded that the participants felt that the all but the last session were of adequate length to discuss the topics. They too wanted more time to discuss the team model.

Following the didactic presentation, the group was

divided and either engaged in a role play, as in the
team model session, or were instructed to view their
video tape role plays, as in the positive and
corrective/informative feedback training sessions.
While viewing the tape, they were instructed to
evaluate each performance. Each participant was given
an evaluation form on which to record their responses.
This served as the preintervention data. These
evaluations forms were identical to the preevaluation
forms contained in Appendix G.

During the positive and corrective/informative
training sessions, once the participants completed the
evaluation of their video tape performances, they
performed their role play again. On this performance,
they were instructed to use the "new" skills they
learned during the didactic portion of the
presentation. In addition, each participant was given
a three by five card with the appropriate action steps
to facilitate their performance. A copy of this card
is contained in Appendix D. Once again, they and their
peers rated their performance. These results served as
the postintervention data.   .

In the final training session, the team model
session, participants were divided into two groups and
asked to solve a problem as a group or team. Appendix

E contains a copy of this group problem scenario. They were instructed to use the "new" skills and information from the presentation as a group to solve this dilemma. Once they had completed the problem-solving exercise, they again completed the pretest assignment. These results served as the postintervention data. Due to the nature of the activity and time limitations, the video camera was not used to tape these group problem-solving sessions. This was a slight change from the original solution strategy design.

Once the participants completed their evaluation, we spent approximately a half hour discussing the session and introducing the field practicum. Due to the relatively small size of the training group and the familiarity with each other, these discussions were open, direct and intense. Pros and cons of the training material was discussed in detail by the participants and instructor.

During the implementation stage of the training, several minor difficulties emerged. Though none of these were major, they did increase the stress of the practicum. These difficulties included: technical problems, video cameras and equipment did not always work as planned or designed; participant attendance, several participants were late due to problems in the

units with the clients and two used sick benefits
during two of the sessions; and time management, on
several occasions I had to cut discussions short due to
limitations in time. In addition, due to scheduling
difficulties between sessions, I was unable to involve
the program supervisors as much as desired into the
actual presentation of the training. However, during
weekly supervision sessions we did discuss the process
evaluations and made slight presentation modifications.

Field Practicums

As the solution strategy was designed, each unit's
participants were assigned field practicums to complete
during the week between sessions. Appendix F contains
copies of these field assignments. With the program
supervisors, we developed field practicums that
encouraged the participants to use their "new" skills
within the unit and work as a team on developing
solutions for agency problems or concerns.

Dependent on the assignment, each field practicum
involved the participants in developing solutions for
various agency or unit practices or concerns.
Solutions ranged from developing unit-based mechanisms
for awarding child and youth care staff within the
units for properly and consistently implementing
treatment procedures to different ways to promote

communication in the units between child and youth care staff.

As noted, in addition to using the field practicum to facilitate team problem-solving in the units, each participant had to report on instances since the last training session in which they used their "new" skills. In the discussion, most reported that they used the "new" skills but reported that with all of the demands of their jobs (i.e., the clients, paperwork and routines), they had difficult finding time to consistently engage with staff one-on-one. Discussions were held during the training on how to use these skills in informal situations with subordinates.

Evaluation Process

The evaluation process for this practicum included both process and outcome measures. The process measures consisted of an evaluation form that participants completed following each presentation and the completion of the practicum. This evaluation was a modification of one of the agency's instructor evaluation forms and other sources (Krueger, 1986b; Eitington, 1989). I use this feedback to improve my presentation style. Appendix H contains a copy of the evaluation form used for this practicum. Most of the difficulties during the evaluation stage dealt with

staff not completing the evaluations appropriately.

To evaluate the outcome of the practicum, three different evaluation mechanisms were used. The first mechanism involved evaluating the affects of the presentations on the skill levels of the participants. This type of evaluation mechanism was used during the first and second training sessions. Appendix G contains copies of these evaluations. As mention earlier, during each of these session, participant's and their peers completed pre and postintervention evaluations of the participant's demonstration of the targeted skill.

The above evaluations were designed to allow a participant and the participant's peer to evaluate both the skill and their perceived effectiveness of the participant's attempt in the role play. There were nine items for each of the evaluations which highlighted skill steps and perceived effectiveness. Each item had several ratings that were checked dependent on the participant's performance. In addition, the evaluations included space for comments that the evaluator wished to share with the trainee.

In analyzing this data, each sub-item on the evaluation tools were given a value of zero to three for a maximum of 27 points per evaluation. Better

perceived performances on each item received a higher
score. These scores were tabulated for each item,
total and an average score was obtained for each
participant. Postintervention results were compared
with preevaluation results to determine the change.

During the team model session, participants were
evaluated on their knowledge of the team model. The
preevaluation consisted of questioning the trainee's on
the components and concepts of the team model.
Following the presentation, the trainees completed the
evaluation again and this was compared to the
preevaluation results. Appendix G contains a copy of
this evaluation mechanism.

The final outcome evaluation method determined the
effects of the practicum intervention on the
participants and participants' subordinates. During
this phase, the self-report surveys used during the
practicum proposal stage were redistributed and
completed again by the target child and youth care
workers. The results were compared with the results
obtained during the practicum proposal phase (see
Appendix A).

Interestingly, very few problems existed during
the implementation of the evaluation phase. Only two
evaluation forms used during the training were ruled to

be invalid because they were not filled out correctly
(i.e., too many items checked). Only one of the
self-surveys, compare with five during the practicum
proposal phase, was completed improperly. It can be
concluded that the directions were adequate for
completing the evaluation forms appropriately.

CHAPTER FOUR: RESULTS

As discussed, the practicum applied several pre
and postintervention evaluations and survey instruments
to determine the affect of the solution strategy on the
practicum objectives and goal. The following are the
results of the solution strategy by practicum goal and
objectives.

Results for Practicum Goal

As reported earlier, of the 23 child and youth
care workers surveyed prior to the practicum
intervention, more than 52% responded that they got
little or no satisfaction from their job. The goal of
this solution strategy was to improve perceived job
satisfaction of the targeted child and youth care staff
by 25%, as measured by a self-report survey, in order
to positively impact the propensity to leave which
results in voluntary child and youth care turnover.

Following the completion of the solution strategy,
of the 30 child and youth care workers completing the
self-survey in the targeted units, only 20% responded
that they got little or no satisfaction from their job.
This was an improvement of 32%, therefore, the
practicum goal was met. In addition, 50% of the
postintervention surveyed child and youth care workers
reported that they had a promising or very promising

future with the agency compared with 44% of the
preintervention group. Finally, only one child and
youth care worker voluntarily left one of the target
units during the practicum period. Appendix B contains
the complete pre and postintervention survey results
and comparison.

Results for Objective One

The above goal had four objectives. The first of
these objectives was to improve the targeted
first-level supervisors' ability to increase support by
providing positive and corrective feedback to child and
youth care workers by 50% as measured by a peer
evaluation. On the preintervention evaluation for the
use of positive feedback, the 13 participants averaged
20.1 out of 27 or 74%. Scores on this preintervention
evaluation ranged from a low 59% to a high of 90%. On
the preintervention evaluation for the use of
informative feedback, the 11 participants present
averaged 20.7 out of 27 or a score of 77%. Scores on
the preintervention evaluation ranged form a low of 51%
to a high of 90%. When combine, the two
preevaluation's mean score was 20.4 or 76%.

On the postintervention evaluations, the same
participants improved their positive feedback group
average to 23.7 or 88%. During the postintervention

evaluation for corrective/informative feedback, the
group improved its average to 23.6 or 87%. The
combined mean was 23.7 or 88%. This was an improvement
of only 16% over the preevaluation results. Therefore,
this objective was not met. Still, all participants
improved their performance from 3% to 38% during the
positive feedback intervention and from 8% to 32%
during the corrective/informative feedback training
(see Appendix B).

Results for Objective Two

As noted above, the second practicum objective was
to improve the targeted child and youth care workers'
perception of the amount of support offered by
first-level supervisors through the provision of
positive and corrective feedback by 25% as measured by
a self-report survey. Prior to the practicum
intervention, 65% of the child and youth care workers
surveyed reported that they occasionally or never got
positive feedback from supervisors. Of the 23 child
and youth care workers surveyed during the practicum
proposal phase, 48% reported that corrective feedback
is offered usually or always. The same percentage
reported that their supervisors were occasionally or
were never receptive to an employee's idea.

Following the practicum intervention, 53% of the

30 child and youth care workers reported that they
occasionally or never got positive feedback from
supervisors. 47% of those surveyed reported that they
usually or always got corrective feedback. 40% of the
postintervention surveyed child and youth care staff
reported that supervisors were occasionally or were
never receptive to an employee's idea.

Based on the above results, practicum objective
two was not met. Still, 12% more staff reported that
there supervisors usually or always provided positive
feedback. The reported use of corrective feedback
remained constant with preintervention results. In
addition, 8% more child and youth care staff reported
that their supervisors were receptive to their ideas.
Appendix B contains the pre and postintervention survey
results and comparison.

Results of Objective Three

The third practicum objective was to increase
first-level supervisor's knowledge of the teamwork
model and involving child and youth care workers in the
decision-making process by 50% as measured by pre and
postintervention evaluations. As measured in the
postevaluation for the team model session, only about
23% (n=3) of the 13 participants could identify or
explain all of team model. Only about 33% (n=4) could

identify any element of the team model or methods on involving subordinates in the decision-making process.

On the postintervention evaluations, 90% (n=12) of the participants could identify or explain the team model and ways to involve others in the decision-making process. 100% (n=13) of the participants could identify at least two or more items. This was an improvement of approximately 70% over the preevaluation results. Therefore, this objective was met.

Results of Objective Four

The final practicum objective was to improve the child and youth care workers' perception of their involvement in the decision-making process of their respective unit by 25% as measured by a self-report survey. Prior to the implementation of the practicum's solution strategy, 61% of the 23 child and youth care workers surveyed at the practicum agency reported that they had little or no involvement in the decision-making process within their unit.

Following the practicum implementation, 43% of the 30 surveyed child and youth care staff reported that they had little or no involvement in the unit's decision-making process. This was an improvement of only 18% from the preintervention phase, therefore, objective four was not met. Still, over 10% more of

the postintervention surveyed group reported that they
usually or always felt part of the cottage team.
Appendix B contains copies of the complete self-survey
results and an item by item comparison.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

Review of Problem and Solution Strategy

The frequent voluntary turnover of child and youth care staff has been problematic at the practicum agency. Based on a review and analysis of the research literature, an inverse relationship exists between staff turnover and employee job satisfaction. Prior to the implementation of the practicum, a majority of surveyed child and youth care workers at the agency disclosed that they got little or no satisfaction from their job. Job satisfaction of child and youth care staff at the practicum agency needed to be improved to reduce or positively impact the voluntary turnover of child and youth care workers.

Several different employment aspects contribute to an employee's job satisfaction (Krueger et al., 1987). Several researchers suggested that the method, level and form of supervision are employment aspect that impact a worker's job satisfaction (Byman, 1977; Ross, 1983; Waxman, 1984; Krueger, 1986b; George & Bettenhausen, 1990; Finnell, 1992). Another important aspect centers on the level of an employee's involvement in the decision-making process (Krueger, 1986a, 1986b; Finnell, 1992; Stuck, 1992).

To impact the job satisfaction of targeted child

and youth care workers, the practicum's solution
strategy consisted of the development and
implementation of a training program for first-level
supervisors. This program involved the targeted
first-level supervisors participating in three training
sessions and field practicums centered on the use of
positive feedback, corrective/informative feedback and
the team model.

Review of Outcome and Results

As detailed above, the solution strategy applied
during this practicum used two different types of
measures to determine the interventions impact on the
practicum goal and objectives. First, peer evaluation
instruments measured the solution strategy's affect on
first-level supervisor's skills and knowledge in the
use of positive feedback, corrective/informative
feedback and knowledge of the team model. Second, the
practicum utilized a self-survey of targeted child and
youth care staff to determine the affect of the
solution strategy on their perceived job satisfaction,
first-level supervisors use of positive feedback,
corrective/informative feedback and the child and youth
care worker's perception of their involvement in the
decision-making process.

As reported in Chapter 4, results of this

practicum were mixed. The practicum goal and only one
of the four objectives were achieved. Improvement was
still noted in those objectives that were not met. In
conclusion, the solution strategy did positively impact
the practicum goal and objectives.

As Rossi and Freeman (1989) noted, other events,
confounding factors, may have contributed to the
practicum's mixed results. As detailed in Chapter 4,
comparing the results of the preintervention
self-survey completed during the practicum proposal
phase with the postintervention self-survey, it was
determined that the goal for this practicum was met.
Job satisfaction within the targeted child and youth
care workers substantially improved. It is difficult
to determine if one factor, such as the solution
strategy, was responsible for this improvement.
Several factors need to be ruled-out.

As several researchers have noted, changes in
compensation, personnel practices, working conditions,
child care training and scheduling impact job
satisfaction (Ross, 1983; Krueger, 1986a, 1986b, 1990;
Doriety & Powell, 1988; Foster & Linton, 1988; Wasmund
& Tate, 1988; O'Reilly, Caldwell & Barnett, 1989;
Eisenberger, Fasolo & Davis-LaMastro, 1990; Finnell,
1992; Granger & Marx, 1992). From the preintervention

self-survey completion and during the practicum
intervention, none of the above occurred within the
targeted units. Other factors, single or in
combination, could of contributed to the improvement in
child and youth care job satisfaction.

As Ludeman (1989; 1990) suggested, positive
feedback improves job performance and satisfaction.
Based on personal observation, the solution strategy
focused an increased amount of positive and supportive
attention from administration towards the target child
and youth care workers. This support from outside of
the target first-level supervisors could of impacted
job satisfaction. A second confounding factor to
consider involves recent changes in the agency's
Quality Improvement process. These new procedures
require much more direct supervision, support and
interaction from administrative personnel, thereby,
inadvertently improving job satisfaction.

Objective one of the practicum was to improve
first-level supervisor's ability to provide positive
and corrective/informative feedback. Though this
objective was not met, improvement in first-level
supervisor's skills was apparent. This improvement
compares with several studies regarding the improvement
of supervisor's job skills (Gabriel, 1982; Mobley,

1982; Green, Knippen & Vincelette, 1985; Kruger & May, 1985; McEvoy & Cascio, 1985).

As documented in Chapter 3, the method employed during the practicum was similar in design to methods used at the practicum agency to teach clients new skills. As the results in Appendix I demonstrate, the targeted first-level supervisor's preinterventions skills in providing positive and corrective feedback exceeded 75%. While observing the participants during their preintervention role plays, I was impressed on how skilled several of these supervisors were in providing positive feedback and information. A goal of a 50% increase in these skills appears, from hindsight, to be too ambitious.

As Bandura (1977) suggested, learning can occur from observing another complete a task. During the video taping of the preintervention role plays, participants watched others prior to their involvement. It can be assumed that several participants learnod new skills, either correct or incorrect, prior to completing their preintervention role play.

The second practicum objective focused on improving the targeted child and youth care workers' perception of the amount of support offered by first-level supervisors through the provision of

positive and corrective feedback. As detailed earlier, this objective was not met but improvement did occur. Twelve percent more of the targeted child and youth care staff reported in the postintervention that positive feedback from supervisors usually or always occurs. In addition, 15% more of the targeted first-level supervisors surveyed reported that they usually or always provide positive feedback.

Goldstein (1988) and Green, Knippen and Vincelette (1985) suggested that the generalization of training from the classroom or training session occasionally is problematic. This may account for why this objective was not met. First-level supervisors were not applying the new skills consistently enough or with a greater frequency in their work environments for their subordinates to notice. Addition training, practice and supervision of these first-level supervisors needs to continue to facilitate this process.

The third practicum objective was to increase first-level supervisor's knowledge of the teamwork model and involving child and youth care workers in the decision-making process. As reported earlier, this objective was met. It was apparent from the pretests measures that the targeted supervisors knew little about the team model on which the supervision and

decision-making structure of the agency is founded. It
was obvious that this needs to be a core curriculum
item in any training program for child and youth care
staff that the practicum agency offers.

The final practicum objective was to improve the
child and youth care workers' perception of their
involvement in the decision-making process. Though the
planned objective was not met, over 10% more of the
postintervention surveyed child and youth care workers
checked that they usually or always felt part of the
cottage team. Unfortunately, there was only a very
slight increase in the percentage of surveyed child and
youth care worker's level of participation in unit team
meetings. Better coverage schemes need to be developed
to allow more child care staff to attend these
important meetings.

Child and youth care staff turnover at the
practicum agency has been problematic. There is an
inverse relationship between voluntary employee
turnover and job satisfaction. The goal of this
practicum was to improve job satisfaction among
targeted child and youth care workers to reduce the
propensity to leave the agency. The solution strategy
involved an intervention that provided training for
first-level supervisors which focused on providing

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positive feedback, corrective/informative feedback and
the team model. The results of this intervention were
mixed. Still, improvement was document for all
objectives.

Implication of Results and Outcome

As several researchers reported, the frequent
voluntary turnover of child and youth workers has been
problematic at many residential agencies (Rosenfeld,
1979; Ross, 1983; Doriety & Powell, 1988; Mitchell &
Braddock, 1990; "Ohio committee," 1991; Finnell, 1992).
The high tangible and intangible costs of child and
youth care turnover effects the agency, other helping
professionals and clients. To successfully address the
turnover dilemma, several interventions, such as those
detailed in Chapter 3, and including the solution
strategy presented here are needed.

The solution strategy developed and implemented
during this practicum can, for others in the field,
serve as the foundation of a comprehensive turnover
intervention. As Ludeman (1989; 1990) reported,
training supervisors to support their subordinates with
praise and informative feedback while engaging them in
the decision-making process, improves job performance
and satisfaction. This practicum demonstrated a
cost-effective method to accomplish this.

Recommendations and Dissemination

In future utilizations of this practicum, I recommended the following modifications, practices and additions:

1. Revise the self-survey of child and youth care workers to concentrate more on job satisfaction and the use of positive and corrective feedback. Research and develop a more qualitative format for this survey.

2). Expand the training of the team model. This topic demands more time and a more in-depth presentation. Child and youth care supervisors at the practicum agency need a better understanding of team building and the use of others in the decision-making process. Development of an expanded edition of the team model training should be incorporated into the agency's training of supervisory staff.

3). Have all candidates for first-level supervisors complete the training detailed in this practicum prior to their hire or completion of their probationary period.

4). Have each first level-supervisor complete this training at least once every six months. Proficiency in these management skills must be

demonstrated and routinely practiced.

5). On annual performance evaluations, evaluate a
first-level supervisor skills in providing
positive feedback, corrective/informative
feedback, involving others and utilizing the team
model.

6). To use the field practicum method of solving
agency problems by units or teams outside of
formal training sessions to solve other agency
concerns or dilemmas.

7). Develop an agency-wide mechanism that
provides reinforcement for individuals and teams
for exemplary and consistent performance.

Two methods of dissemination of this practicum and
its results are planned. First, I plan to summarize
this report into a form suitable for submission to a
child and youth care worker professional journal. In
addition, I would like to use sections of the report
for articles in the State's child care worker's
association's newsletter. Based on my review of the
research literature, I believe that this practicum and
its solution strategy would be beneficial to others in
the field.

Secondly, I plan on incorporating this practicum
and its first-level supervisor's training sessions into

an agency provided career ladder for supervisory

personnel that is currently being developed at the

practicum agency. The primary phase of this career

ladder for child and youth care supervisors is

tentatively one year in duration. After the completion

of this primary phase, quarterly training courses would

be offered. This training would be required for all

child and youth care supervisors at the practicum

agency.

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Appendix A:

Child and Youth Care Survey

Child and Youth Care Supervisor Survey

CHILD CARE WORKER SURVEY

Instructions: Please take a few moments to answer the following questions. Check the answer that best describes your situation or opinion. Please only check ONE box for each question. Once completed, place and seal your survey in the attached envelope. Thank you!

1. How long have you been employed at this agency?
    [ ] between 0 and 3 months   [ ] between 3 and 6 months
    [ ] between 6 and 12 months   [ ] between 12 and 18 months
    [ ] between 18 and 24 months [ ] greater than 24 months

2. Prior to working at this agency, have you ever been employed as a child care worker?
    [ ] Yes   [ ] No

3. How much satisfaction do you get from your job?
    [ ] I get no satisfaction from my job.
    [ ] I get a little satisfaction from my job.
    [ ] I am satisfied with my job.
    [ ] I get a great deal of satisfaction from my job.

4. How much do you look forward to coming to work?
    [ ] I never look forward to coming to work.
    [ ] I occasionally look forward to coming to work.
    [ ] I usually look forward to coming to work.
    [ ] I always look forward to coming to work.

5. In your opinion, how well did orientation training at this agency prepare you for your job as a child care worker?
    [ ] It did not prepare me at all.
    [ ] I was fairly prepared by the orientation training.
    [ ] I was well prepared by the orientation training.
    [ ] I was very well prepared by the orientation training.

6. Remembering back to your first day on the job, was child care work what you though it was?
    [ ] Yes   [ ] No

7. Rate yourself as a child care worker?
    [ ] I am not a vary good child care worker.
    [ ] I am a fair child care worker.
    [ ] I am a good child care worker.
    [ ] I am a very good child care worker.

8. How much involvement do you have in the decision-making
    process in your cottage?
    [ ] I have no involvement.
    [ ] I have little involvement.
    [ ] I am regularly involved.
    [ ] I am always involved.

9. In your opinion, how well defined are your job roles and
    expectations in the cottage?
    [ ] My roles and expectations are not defined at all.
    [ ] Some of my roles and expectations are but most are not.
    [ ] Most of my roles and expectations are defined.
    [ ] All of my roles and expectations are well defined.

10. Would you become a child care worker again?
    [ ] Yes   [ ] No

11. How often do you receive positive feedback from the person or
    persons your identify as your supervisor(s)?
    [ ] I never get positive feedback.
    [ ] I occasionally get positive feedback.
    [ ] I usually get positive feedback.
    [ ] I always get positive feedback.

12. How often do you receive corrective feedback from the person
    or persons your identify as your supervisor(s)?
    [ ] I never get corrective feedback.
    [ ] I occasionally get corrective feedback.
    [ ] I usually get corrective feedback.
    [ ] I always get corrective feedback.

13. How often do you attend Team Meetings?
    [ ] I never attend.
    [ ] I attend once per month.
    [ ] I attend twice per month.
    [ ] I attend three or four times per mouth.

14. Do you feel like you are part of the cottage team?
    [ ] No.   [ ] Occasionally. [ ] Usually.   [ ] Always.

15. How often do you meet individually with the person or persons
    you identify as your supervisor?
    [ ] I never meet with my supervisor.
    [ ] I meet monthly with my supervisor.
    [ ] I meet once every other week with my supervisor.
    [ ] I meet at least weekly with my supervisor.

16. When you have a "good idea," is your supervisor(s) receptive
    to it?
    [ ] Never.   [ ] Occasionally.   [ ] Usually.   [ ] Always.

17. Do you feel that you are treated fairly at work?
    [ ] Never.   [ ] Occasionally.   [ ] Usually.   [ ] Always.

18. Remembering back to your first day on the job, did you feel
    that you were accepted and wanted by your co-workers?
    [ ] Don't remember.
    [ ] Not accepted or wanted.
    [ ] Kind of accepted or wanted.
    [ ] Accepted and wanted.

19. Remembering back to your first day on the job, did you feel
    that you were accepted and wanted by your supervisor(s)?
    [ ] Don't remember.
    [ ] Not accepted or wanted.
    [ ] Kind of accepted or wanted.
    [ ] Accepted and wanted.

20. Do you feel that you have a future at this agency?
    [ ] No.
    [ ] A limited future.
    [ ] A promising future.
    [ ] A very promising future.

CHILD CARE WORKER SUPERVISOR SURVEY

Instructions: Please take a few moments to answer the following questions. Check the answer that best describes your situation or opinion. Please only check ONE box for each question. Once completed, place and seal your survey in the attached envelope. Thank you!

1. How long have you been employed at this agency?
    [ ] between 0 and 3 months   [ ] between 3 and 6 months
    [ ] between 6 and 12 months [ ] between 12 and 18 months
    [ ] between 18 and 24 months [ ] greater than 24 months

2. Prior to working at this agency, have you ever been employed as a child care worker supervisor?
    [ ] Yes   [ ] No

3. How much satisfaction do you get from your job?
    [ ] I get no satisfaction from my job.
    [ ] I get a little satisfaction from my job.
    [ ] I am satisfied with my job.
    [ ] I get a great deal of satisfaction from my job.

4. How much do you look forward to coming to work?
    [ ] I never look forward to coming to work.
    [ ] I occasionally look forward to coming to work.
    [ ] I usually look forward to coming to work.
    [ ] I always look forward to coming to work.

5. In your opinion, how well does orientation training at this agency prepare your staff for the job of child care worker?
    [ ] It does not prepare them at all.
    [ ] It fairly prepares them.
    [ ] It well prepares them.
    [ ] It very well prepares them.

6. Remembering back to your first day on the job, was child care work what you though it was?
    [ ] Yes   [ ] No

7. Rate yourself as a supervisor?
    [ ] I am not a very good supervisor.
    [ ] I am a fair supervisor.
    [ ] I am a good supervisor.
    [ ] I am a very good supervisor.

8. How much involvement does your staff have in the
    decision-making process in your cottage?
    [ ] They have no involvement.
    [ ] They have little involvement.
    [ ] They are regularly involved.
    [ ] They are always involved.

9. In your opinion, how well defined are your job roles and
    expectations in the cottage?
    [ ] My roles and expectations are not defined at all.
    [ ] Some of my roles and expectations are but most are not.
    [ ] Most of my roles and expectations are defined.
    [ ] All of my roles and expectations are well defined.

10. Would you become a child care supervisor again?
    [ ] Yes   [ ] No

11. How often do give positive feedback to new (less than six
    months) child care staff?
    [ ] I never give positive feedback.
    [ ] I occasionally give positive feedback.
    [ ] I usually give positive feedback.
    [ ] I always give positive feedback.

12. How often do you give corrective feedback to new (less than
    six months) child care staff?
    [ ] I never give corrective feedback.
    [ ] I occasionally give corrective feedback.
    [ ] I usually give corrective feedback.
    [ ] I always give corrective feedback.

13. How often do you attend Team Meetings?
    [ ] I never attend.
    [ ] I attend once per month.
    [ ] I attend twice per month.
    [ ] I attend three or four times per month.

14. Do you feel like you are part of the cottage team?
    [ ] No.   [ ] Occasionally.   [ ] Usually.   [ ] Always.

15. How often do you meet individually with new (less than six
    months) child care workers.?
    [ ] I never meet with new child care workers.
    [ ] I meet monthly with new child care workers.
    [ ] I meet once every other week with new child care workers.
    [ ] I meet at least weekly with new child care workers.

16. When you have a "good idea," is your supervisor(s) receptive to it?
    [ ] Never.   [ ] Occasionally.   [ ] Usually.   [ ] Always.

17. Do you feel that you are treated fairly at work?
    [ ] Never.   [ ] Occasionally.   [ ] Usually.   [ ] Always.

18. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your co-workers?
    [ ] Don't remember.
    [ ] Not accepted or wanted.
    [ ] Kind of accepted or wanted.
    [ ] Accepted and wanted.

19. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your supervisor(s)?
    [ ] Don't remember.
    [ ] Not accepted or wanted.
    [ ] Kind of accepted or wanted.
    [ ] Accepted and wanted.

20. At the present time, do you feel that you have a future at this agency?
    [ ] No.
    [ ] A limited future.
    [ ] A promising future.
    [ ] A very promising future.

Appendix B:

Child and Youth Care Survey Results

Child and Youth Care Supervisor Survey Results:

Pre and Postintervention Comparisons

<u>Child and Youth Care Worker Survey Results</u>
Pre and Postintervention Comparisons

Week Held, Preintervention : 01/15/93
Week Held, Postintervention: 05/02/93

Total Surveys Distributed, Preintervention : 28
Total Returned/Valid, Preintervention   : 23 (82% return rate)

Total Surveys Distributed, Postintervention: 32
Total Returned/Valid, Postintervention   : 30 (94% return rate)

1. How long have you been employed at this agency?

Service in Months	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chq.
0 - 3	1	4	4.3	13.3	9.0
3 - 6	7	4	30.4	13.3	-17.1
6 - 12	8	9	34.8	30.0	- 4.8
12 - 18	0	5	0	16.7	16.7
18 - 24	2	3	8.7	10.0	2.3
> 24	5	5	21.7	16.7	5.0

2. Prior to working at this agency, have you ever been employed
    as a child care worker?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chq.
YES	2	7	8.7	23.3	14.6
NO	21	23	91.3	76.7	-14.6

3. How much satisfaction do you get from your job?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chq.
No satisfaction	1	0	4.3	0	- 4.3
Little satisfaction	11	6	47.8	20.0	-27.8
Satisfied	10	20	43.5	66.7	23.2
Great deal of sat.	1	4	4.3	13.3	9.0

4. How much do you look forward to coming to work?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chq.
Never look forward	1	1	4.3	2.7	- 1.6
Occasionally look fwd.	8	6	34.8	20.0	-14.8
Usually look forward	12	23	52.2	76.7	24.5
Always look forward	2	0	8.7	0	- 8.7

5. In your opinion, how well did orientation training at this
    agency prepare you for your job as a child care worker?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Did not prepare	1	4	4.3	13.3	9.0
Fairly prepared	11	14	47.8	46.7	- 1.1
Prepared	8	11	34.8	36.7	1.9
Very well prepared	3	1	13.0	2.7	-10.3

6. Remembering back to your first day on the job, was child care
    work what you though it was?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	8	10	34.8	33.3	- 1.5
No	15	20	65.2	66.7	1.5

7. Rate yourself as a child care worker?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Not a very good	0	1	0	2.7	2.7
Fair	1	3	4.3	10.0	5.7
Good	19	20	82.6	66.7	-15.9
Very good	3	6	13.0	20.0	7.0

8. How much involvement do you have in the decision-making
    process in your cottage?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No involvement	3	3	13.0	10.0	- 3.0
Little involvement	11	10	47.8	33.3	-14.5
Regularly involved	8	16	34.8	53.3	18.5
Always involved	1	1	4.3	2.7	- 1.6

9. In your opinion, how well defined are your job roles and
    expectations in the cottage?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Not defined	1	1	4.3	2.7	- 1.6
Some defined	6	6	26.1	20.0	- 6.1
Most defined	14	17	60.9	56.7	- 4.2
All well defined	2	6	8.7	20.0	11.3

10. Would you become a child care worker again?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	18	23	78.3	76.7	- 1.6
No	5	7	21.7	23.3	1.6

11. How often do you receive positive feedback from the person or persons your identify as your supervisor(s)?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	2	1	8.7	2.7	- 5.0
Occasionally	13	15	56.5	50.0	- 6.5
Usually	7	11	30.4	36.7	6.3
Always	1	3	4.3	10.0	5.7

12. How often do you receive corrective feedback from the person or persons your identify as your supervisor(s)?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	12	16	52.2	53.3	1.1
Usually	8	14	34.8	46.7	11.9
Always	3	0	13.0	0	-13.0

13. How often do you attend Team Meetings?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	8	10	34.8	33.3	- 1.5
Once/month	6	7	26.1	23.3	2.8
Twice/month	5	7	21.7	23.3	1.6
Three-Four/month	4	6	17.4	20.0	2.6

14. Do you feel like you are part of the cottage team?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	2	1	8.7	2.7	- 5.0
Occasionally	5	5	21.7	16.7	- 5.0
Usually	11	15	47.8	50.0	2.2
Always	5	9	21.7	30.0	8.3

15. How often do you meet individually with the person or persons you identify as your supervisor?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	4	10	17.4	33.3	15.9
Monthly	8	5	34.8	16.7	-18.1
Every other week	7	7	30.4	23.3	-25.2
Weekly	4	8	17.4	26.7	9.3

16. When you have a "good idea," is your supervisor(s) receptive to it?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	3	3	13.0	10.0	- 3.0
Occasionally	8	9	34.8	30.0	- 4.8
Usually	10	15	43.5	50.0	6.5

	Pre	Post	Pre	Post	Chg.
Always	2	3	8.7	10.0	1.3

17. Do you feel that you are treated fairly at work?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	1	3	4.3	10.0	6.7
Occasionally	5	6	21.7	20.0	- 1.7
Usually	13	17	56.5	56.7	0.2
Always	4	4	17.4	13.3	- 3.1

18. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your co-workers?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Don't remember	2	4	8.7	13.3	4.6
Not accepted	1	4	4.3	13.3	9.0
Kind of accepted	12	9	52.2	30.0	-22.2
Accepted	8	13	34.8	43.3	8.5

19. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your supervisor(s)?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Don't remember	1	3	4.3	10.0	6.7
Not accepted	2	3	8.7	10.0	1.3
Kind of accepted	12	9	52.2	30.0	-22.2
Accepted	9	15	39.1	50.0	10.9

20. Do you feel that you have a future at this agency?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No future	1	2	4.3	6.7	2.4
Limited future	12	12	52.2	40.0	-12.2
Promising future	10	15	43.5	50.0	6.5
Very promising future	0	1	0	3.3	3.3

Child and Youth Care Worker Supervisor Survey Results

Week Held, Preintervention: 01/15/93
Week Held, Postintervention: 05/02/93

Total Surveys Distributed, Preintervention : 12
Total Returned/Valid, Preintervention   : 10 (82% return rate)

Total Surveys Distributed, Postintervention: 13
Total Returned/Valid, Postintervention   : 12 (92% return rate)

1. How long have you been employed at this agency?

Service in Months	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
0 - 3	0	0	0	0	0
3 - 6	0	0	0	0	0
6 - 12	0	0	0	0	0
12 - 18	0	0	0	0	0
18 - 24	3	1	30.0	15.4	-14.6
> 24	7	11	70.0	84.6	14.6

2. Prior to working at this agency, have you ever been employed as a child care worker?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	2	2	20.0	16.7	- 3.3
No	8	10	80.0	83.3	3.3

3. How much satisfaction do you get from your job?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No satisfaction	0	0	0	0	0
Little satisfaction	3	3	30.0	25.0	- 5.0
Satisfied	3	4	30.0	33.3	3.3
Great deal of sat.	4	5	40.0	41.7	1.7

4. How much do you look forward to coming to work?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never look forward	1	0	10.0	0	-10.0
Occasionally look fwd.	2	4	20.0	33.3	13.3
Usually look forward	4	6	40.0	50.0	10.0
Always look forward	3	2	30.0	16.7	-13.3

5. In your opinion, how well does orientation training at this agency prepare your staff for the job of child care worker?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Did not prepare	0	0	0	0	0
Fairly prepared	4	6	40.0	50.0	10.00
Prepared	6	6	60.0	50.0	-10.00
Very well prepared	0	0	0	0	0

6. Remembering back to your first day on the job, was child care work what you though it was?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	4	6	40.0	50.0	10.0
No	6	6	60.0	50.0	-10.0

7. Rate yourself as a child care worker supervisor?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Not a very good	0	0	0	0	0
Fair	0	0	0	0	0
Good	7	7	70.0	58.3	-11.7
Very good	3	5	30.0	41.7	11.7

8. How much involvement does your staff have in the decision-making process in your cottage?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No involvement	0	0	0	0	0
Little involvement	1	0	10.0	0	-10.0
Regularly involved	8	12	80.0	100	20.0
Always involved	1	0	10.0	0	-10.0

9. In your opinion, how well defined are your job roles and expectations in the cottage?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Not defined	0	0	0	0	0
Some defined	0	2	0	16.7	16.7
Most defined	8	10	80.0	83.3	3.3
All well defined	2	0	20.0	0	-20.0

10. Would you become a child care worker supervisor again?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	9	12	90.0	100	10.0
No	1	0	10.0	0	-10.0

11. How often do give positive feedback to new (less than six months) child care staff?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	2	1	20.0	8.3	-11.7
Usually	7	10	70.0	83.3	13.3
Always	1	1	10.0	8.3	1.7

12. How often do you give corrective feedback to new (less than six months) child care staff?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	3	4	30.0	33.3	3.3
Usually	5	8	50.0	66.7	16.7
Always	2	0	20.0	0	-20.0

13. How often do you attend Team Meetings?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Once/month	0	0	0	0	0
Twice/month	1	1	10.0	8.3	- 1.7
Three-Four/month	9	11	90.0	91.7	1.7

14. Do you feel like you are part of the cottage team?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	0	0	0	0	0
Usually	4	3	40.0	33.3	- 6.7
Always	6	9	60.0	66.7	6.7

15. How often do you meet individually with new (less than six months) child care workers.?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	2	0	20.0	0	0
Monthly	0	4	0	33.3	33.3
Every other week	2	4	20.0	33.3	-13.3
Weekly	6	4	60.0	33.3	-17.7

16. When you have a "good idea," is your supervisor(s) receptive to it?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	1	1	10.0	8.3	- 1.7
Usually	7	9	70.0	75.0	5.0

| Always | 2 | 2 | 20.0 | 16.7 | - 3.3 |

17. Do you feel that you are treated fairly at work?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	3	1	30.0	8.3	-21.7
Usually	5	10	50.0	83.3	33.3
Always	2	1	20.0	8.3	-11.7

18. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your co-workers?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Don't remember	0	0	0	0	0
Not accepted	0	0	0	0	0
Kind of accepted	3	3	30.0	25.0	- 5.0
Accepted	7	9	70.0	75.0	5.0

19. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your supervisor(s)?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Don't remember	0	1	0	8.3	8.3
Not accepted	0	0	0	0	0
Kind of accepted	5	6	50.0	50.0	0
Accepted	5	5	50.0	41.6	- 8.4

20. Do you feel that you have a future at this agency?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No future	1	2	10.0	16.7	6.7
Limited future	4	2	40.0	16.7	-23.3
Promising future	5	8	50.0	66.7	16.7
Very promising future	0	0	0	0	0

Appendix C:

Practicum Implementation Plan

Implementation Plan

Schedule of Activities

Week One. The following are the practicum activities during

the first week:

1). I Developed a daily log system for the practicum

project. This daily log was utilized to document progress

during the ten week practicum.

2). I met with the first-level supervisors and their

supervisors (i.e., program supervisors) to discuss the

project and received input regarding practicum goals and

objectives. During this meeting projected problems or

conflicts were discussed and addressed.

3).   I reserved the training equipment and site were with

the practicum agency's training department.

4). I ordered the training supplies.

5). I began to develop the training curriculum and field

assignments. This included: additional research, review of

the training material available at agency, and the

development of new training material.

Week Two. During the second week of the practicum period, the

following activities were completed:

1). I continued work on the training curriculum and field

assignments.

2). I developed an instrument to measure or determine the

pre and postintervention skills of first-level supervisors

in: (1) providing positive feedback to subordinate staff;

(2) providing corrective/informative feedback to subordinate

staff; and (3) knowledge of the teamwork/decision-making

model.

Week Three. During the third week of the practicum intervention,

the schedule included the following activities:

1). I completed the training curriculum and field

assignments and reviewed the practicum training material

with the program supervisors, practicum verifier and my

immediate supervisor.

2). I collected and reviewed the available training

evaluations at the practicum agency. I developed an

evaluation for the training sessions and field assignments.

3). A luncheon was held for all participants to introduce

the training, review objectives and expectations.

Week Four. The following are the practicum activities scheduled

for the fourth week:

1). During the initial training session, first-level

supervisors completed the preintervention evaluation.

2). I presented the first training session on the use of

positive feedback with employees to the first level

supervisors. This training included a didactic

presentation, practice and feedback. The evaluation and

practice periods utilized role plays and video taping.

3). I reviewed and assigned the first field assignment to

the unit teams.

Week Five. During the fifth week of the practicum, the activities
include the following:

1). Each unit's team worked on their respective field
assignments. During the week, I periodically checked on
their progress.

2). The program supervisors monitored the daily progress of
the field assignments.

3). I met with program supervisors and reviewed the first
session process evaluation forms.

4). I reviewed the practicum intervention progress with my
immediate supervisor and practicum verifier.

Week Six. The following are the practicum activities scheduled for
the sixth week:

1). The program supervisors and I reviewed and provide
feedback regarding the first field practicum assignment with
the first-level supervisors.

2). I provided the second training session. This included
a didactic presentation, practice, feedback and review. The
practice session included role plays and the use of video
taping.

3). I explained and assigned the second field assignment to
unit teams.

Week Seven. During the seventh week of the practicum, the
activities included the following:

1). Each unit team implemented the second field
assignments. During the week, I periodically checked on
their progress.

2). The program supervisors monitored the daily progress of
the field assignments.

3). I met with program supervisors and reviewed the second
session process evaluation forms.

4). I reviewed the practicum intervention progress with my
immediate supervisor and practicum verifier.

Week Eight. The following were the practicum activities scheduled
for the eighth week:

1). The program supervisors and I reviewed, discussed and
provided feedback regarding the second field practicum
assignment.

2). I provided the third training session. This included a
didactic presentation, practice, feedback and review.

3). I explained and assigned the third field assignment to
unit teams.

Week Nine. During the ninth week of the practicum, the schedule
included the following activities:

1). Each unit's team worked on the third field assignments.
During the week, I periodically checked on their progress.

2). The program supervisors to monitored the daily progress
of the field assignments.

3). I met with the program supervisors and review the third

session process evaluation forms.

4). I reviewed the practicum intervention progress with my immediate supervisor and practicum verifier.

Week Ten. During the final week of the practicum, the schedule included the following:

1). I reviewed, discussed and provided feedback regarding the final field practicum assignment.

2). Each first-level supervisor will completed the postintervention evaluation on the overall training series.

3). Each targeted child and youth care worker and first-level supervisor completed the survey form used during the practicum development phase.

Appendix D:

Sample Practicum Training Materials and Aids

The attached card and the following sample copy of a

transparency were used during the session on the use of

positive feedback. They are based on Ludeman's (1989;

1990) Worth Ethic Training.

DEVELOPING THE WORTH ETHIC:
PRAISING EMPLOYEES

1. SMILE AT THE EMPLOYEE.

2. LOOK AT THE EMPLOYEE. EYE CONTACT!

3. SPEAK DIRECTLY TO THE EMPLOYEE.

4. USE THE EMPLOYEE'S NAME.

5. SPECIFY EXACTLY WHAT THE EMPLOYEE
    DID TO EARN YOUR ESTEEM.

PRAISE EMPLOYEES OFTEN!

MANAGEMENT:
Praising Others

■ STEP I
PRAISE AS MANY EMPLOYEES IN
AS MANY WAYS AS YOU CAN!
  ✓ AVOID "PIMPLE MANAGEMENT" -
  I.E. "GREAT JOB BUT..."
  ✓ BE HONEST!
  ✓ PRAISE THOSE THAT TAKE A
  'BACK SEAT' TO OTHERS, I.E.,
  MAINTENANCE, SECRETARIES,
  AWAKE STAFF.
  ✓ AVOID HAVING YOU ACTIONC
  INTERPRETED AS MANIPULATION.
  BE OPEN WITH EMPLOYEES ABOUT
  INTENTIONS AND GOALS.

■ STEP II
RECOGNIZE EMPLOYEES IN WAYS THAT
ARE INDIVIDUALLY MEANINGFUL!
  ✓ TO MAKE PRAISE EFFECTIVE, PRAISE
  DIFFERENT PEOPLE DIFFERENTLY.

Appendix E:

Sample Practicum Role Plays

SUPERVISOR TRAINING
For Use in Positive Training
SCENARIO 1

Lee is a relatively new child care worker with no previous
experience. From the beginning, Lee has had little success in
following through on directives from supervisory staff and
implementing treatment approaches. Many of the other staff
believe that Lee is scared by the clients or is just lazy.

On your shift today, you noticed Lee attempt to implement an
approach with one of the unit's most difficult clients. Lee was
not successful in this attempt and the client aggressed toward
another client.

As a supervisor, role-play how you would discuss this
incident with Lee?

SCENARIO 2
For Use in Informative Feedback Training

Stevie has been an employee in your unit for several years.
Rarely does Stevie make a mistake and is constantly reminding you,
the unit supervisor, of this fact. Rarely does Stevie past a
mirror without admiring the reflection. A flamboyant and flashy
dresser, Stevie has just implemented a successful hygiene and
personal appearance program within the unit for the MR clients.

Unfortunately, Stevie did not consult with either you or the
cottage therapist.

As Stevie's supervisor, what do you do?

Used in Team Model Training
Involving Others in Decision-making: Developing a Team

The scene: As a group, you represent the staff of a residential
treatment unit or cottage. Over the past few months, your unit's
team meetings have typically become sessions were complaints are
many and attendance is sparse. Little is accomplished during
these meetings. There is no format, no direction in the meetings.
Decisions in the unit are being made by a few and carried out by
no one. Communication between staff is extremely poor. There is
no ownership in the unit. Treatment of the clients is not
happening. The agency's administration has noticed the chaos and
is demanding a solution. All are frustrated and agree this cannot
continue!

Your mission: As a group, spend the next 30 minutes outlining the
problem and developing a solution strategy. Be prepared to
discuss the process and solution with the group.
As Jerry's supervisor, how do you handle Jerry?

Appendix F:

Field Practicums

SUPERVISOR TRAINING
FIELD PRACTICUM ONE
USE OF POSITIVE REINFORCEMENT WITH EMPLOYEES

1. To maximize the use of praise, it must be used often and
differently with different employees. Practice makes perfect!
During the next two weeks (and from here out) praise your staff
daily! For the next session, each member of the cottage team will
share with the group two (2) incidents during the past two weeks
during which they praised a co-worker or other Village staff.
Please be specific to why you praised them and what was their
response.

2. An agency-wide, systematic approach of employee recognition is
an important element for an organization. Parmadale has an
"Excellent Award" that it bestows on "deserving" employees. Alas,
the criteria for this award is not well defined. As a cottage
team, your assignment is to develop a set of criteria for this
award and a method of nominating staff. Involve others from your
cottage in this process. Please be prepared to share your
"Excellent Award" criteria with the group at the next training
session.

FIELD PRACTICUM TWO
USE OF INFORMATIVE FEEDBACK WITH EMPLOYEES

1. Providing employees with informative feedback is an important
management skill. To refine skills, they must be practiced. For
the next session, each member of the cottage team will share with
the group two (2) incidents during the past two weeks during which
they provided a co-worker or other Village employee with
informative feedback. Please be specific to why you provided
informative feedback to them and what was their response.

2. As with all working groups, cottage teams have areas in which
they need and/or want to improve. These can include medication
distribution practices, timeliness of reports, consistency with
clients or routines, communicating with each other, and so on. As
you are aware, knowledge is the key to improvement. As a cottage
team, your assignment is to develop a SIMPLE feedback, tracking
and reward system for one particular cottage team need that
cottage team wishes to improve. Involve others from your cottage
in this process. Please be prepared to share your Cottage-based
informative feedback mechanism with the group at the next training
session.

FIELD PRACTICUM THREE
INVOLVING OTHERS IN THE DECISION-MAKING PROCESS

1. Involving employees in the decision-making process is an
important management tool and skill. As a group, develop or
improve a mechanism in the cottage that enables employees to
become involved or more involved in the unit's decision-making
process. Remember, simple is best! Don't develop mechanisms that
are overly complicated. Involve others from your cottage in this
process. Please be prepared to share your ideas with the group at
the next training session.

Appendix G:

Practicum Preevaluations, Postevaluations, Pretests and

Posttests

SUPERVISOR TRAINING
Session I
USE OF POSITIVE REINFORCEMENT WITH EMPLOYEES

Trainee's Name: _____
Check appropriate one: Pre-test : _____   Post-test: _____

*Directions: Check the answer that best describes your opinion.
Check only one response per question. Do not put your name on
this form.*

1). Did the trainee treat this situation as an opportunity for
     praise?
     _____ Yes (3)
     _____ No (0)

2). How well did the trainee during the role-play avoid
     providing negative feedback (i.e., avoided the Pimple
     Principle)? (check one)
     _____ provided negative feedback more than twice (0)
     _____ provided negative feedback at least twice (1)
     _____ provided negative feedback once   (2)
     _____ did not provide negative feedback   (3)

3). Did the trainee smile at the "employee" at the beginning of
     the role-play?
     _____ Yes (3)
     _____ No (0)

4). While engaged in the role-play, how well did the trainee
     maintain eye contact with the "employee?"
     _____ Never looked at the "employee"   (0)
     _____ Looked at the "employee" < half of the time (1)
     _____ Looked at the "employee" > half of the time (2)
     _____ Continuously maintained eye contact   (3)

5). While engaged in the role-play, how well did the trainee
     attend to the "employee" and speak to him/her?
     _____ Paid little attention, was pre-occupied (0)
     _____ Occasionally attended to the "employee" (1)
     _____ Was attentive   (2)
     _____ Was very attentive   (3)

6). While engaged in the role-play, did the trainee use the
     "employee's" name?
     _____ Yes (3)
     _____ No (0)

7). How specific did the trainee define the reason for praise to
     the "employee?"
     _____ Did not relate any specifics (0)
     _____ Was vague about specifics   (1)
     _____ Was somewhat specific   (2)
     _____ Was very specific   (3)

8). From your vantage point, how positive of an experience was
     this for the "employee?"
     _____ Not positive at all (0)
     _____ Slightly positive   (1)
     _____ positive   (2)
     _____ very positive   (3)

9). How sincere did you believe the trainee was during the
     role-play?
     _____ Not sincere at all (0)
     _____ Kind of sincere   (1)
     _____ sincere   (2)
     _____ very sincere   (3)

Additional comments:

SUPERVISOR TRAINING
Session II
USE OF INFORMATIVE FEEDBACK WITH EMPLOYEES

Trainee's Name: _____

Check appropriate one: Pre-test : _____   Post-test: _____

*Directions: Check the answer that best describes your opinion.
Check only one response per question. Do not put your name on
this form.*

1). Did the trainee treat this situation as an opportunity for
    praise AND informative feedback?
        _____ Yes (3)
        _____ No (0)

2). How well did the trainee provide operational feedback for
     the "employee?" (check one)
        ____ did not provide operational feedback   (0)
        ____ feedback to "employee" was somewhat vague (1)
        ____ provided operational feedback   (2)
        ____ all feedback was operationalized   (3)

3). Did the trainee use "I" statements during the role-play?
        _____ Yes (3)
        _____ No (0)

4). While engaged in the role-play, how well did the trainee
     maintain eye contact with the "employee?"
        _____ Never looked at the "employee"   (0)
        _____ Looked at the "employee" < half of the time (1)
        _____ Looked at the "employee" > half of the time(2)
        _____ Continuously maintained eye contact   (3)

5). While engaged in the role-play, how well did the trainee
     describe the behavior withc ᐟ placing blame?
        _____ Was very negative, blaming   (0)
        _____ Was somewhat negative, blaming (1)
        _____ Not negative, blaming   (3)

6). While engaged in the role-play, did the trainee detail what
     was expected of the "employee?"
        _____ Yes (3)
        _____ No (0)

7). How specific did the trainee define the reason for feedback (i.e., the effect of the behavior)?

_____ Did not relate any specifics (0)
_____ Was vague about specifics (1)
_____ Was somewhat specific (2)
_____ Was very specific (3)

8). From your vantage point, how positive of an experience was this for the "employee?"

_____ Not positive at all (0)
_____ Slightly positive (1)
_____ positive (2)
_____ very positive (3)

9). How useful did you believe that the feedback was to the "employee?"

_____ Not useful at all (0)
_____ Kind of useful (1)
_____ useful (2)
_____ very useful (3)

Additional comments:

SUPERVISOR TRAINING
Session III
INVOLVING OTHERS IN THE DECISION-MAKING PROCESS: TEAM BUILDING

Trainee's Name: _____

Check appropriate one: Pre-test : _____   Post-test: _____

Directions: As complete as possible, answer the following question.

1).   List the components of the Teamwork Primacy Model.

2.   List ways to involve other staff in the decision-making process.

Appendix H:

Practicum Instructor Evaluation Form

SUPERVISOR TRAINING
EVALUATION FORM

1. What skill was practiced during this session: _____

    _____

2. Rate the format of how the topic was presented (circle one):
    Format was _____ effective:

    | 1 | 2 | 3 | 4 |
    | not | fairly | quite | very |

3. Rate the instructor's style (circle one):
    Instructor's style was _____ effective:

    | 1 | 2 | 3 | 4 |
    | not | fairly | quite | very |

4. What did you like most about the presentation?

5. What did you like least?

6. If you were presenting this topic, how would you present it
    differently?

7. How much did you know about this topic before this
    presentation (circle one):

    | 1 | 2 | 3 | 4 |
    | nothing --- a great deal |

8. How much do you know about this topic after this
    presentation (circle one):

    | 1 | 2 | 3 | 4 |
    | nothing --- a great deal |

Additional comments:

Appendix I:

Pre and Postintervention Results:

Use of Positive and Corrective/Informative Feedback

USE OF POSITIVE REINFORCEMENT WITH EMPLOYEES
Pre and Postevaluation Results and Comparisons

Total Participants   : 13
Total Valid Evaluations: 144 (72 pre and 72 post)
Preevaluation Mean   : 20.1
Postevaluation Mean   : 23.7
% Change   : 18.0

1). Did the trainee treat this situation as an opportunity for
     praise?
     _____ Yes (3)
     _____ No (0)

Preevaluation Mean	Postevaluation Mean	% Change
2.4	2.9	20.8

2). How well did the trainee during the role-play avoid
     providing negative feedback (i.e., avoided the Pimple
     Principle)? (check one)
     _____ provided negative feedback more than twice (0)
     _____ provided negative feedback at least twice (1)
     _____ provided negative feedback once   (2)
     _____ did not provide negative feedback   (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.2	2.6	18.1

3). Did the trainee smile at the "employee" at the beginning of
     the role-play?
     _____ Yes (3)
     _____ No (0)

Preevaluation Mean	Postevaluation Mean	% Change
2.3	2.8	21.7

4). While engaged in the role-play, how well did the trainee
     maintain eye contact with the "employee?"
     _____ Never looked at the "employee"   (0)
     _____ Looked at the "employee" < half of the time   (1)
     _____ Looked at the "employee" > half of the time   (2)
     _____ Continuously maintained eye contact   (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.5	2.9	16.0

5). While engaged in the role-play, how well did the trainee
     attend to the "employee" and speak to him/her?
     _____ Paid little attention, was pre-occupied (0)
     _____ Occasionally attended to the "employee" (1)
     _____ Was attentive   (2)
     _____ Was very attentive   (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.2	2.5	13.6

6). While engaged in the role-play, did the trainee use the
     "employee's" name?
     _____ Yes (3)
     _____ No (0)

Preevaluation Mean	Postevaluation Mean	% Change
2.6	3.0	15.4

7). How specific did the trainee define the reason for praise to
     the "employee?"
     _____ Did not relate any specifics (0)
     _____ Was vague about specifics   (1)
     _____ Was somewhat specific   (2)
     _____ Was very specific   (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.4	2.5	4.1

8). From your vantage point, how positive of an experience was
     this for the "employee?"
     _____ Not positive at all (0)
     _____ Slightly positive   (1)
     _____ positive   (2)
     _____ very positive   (3)

Preevaluation Mean	Postevaluation Mean	% Change
1.9	2.3	21.1

9). How sincere did you believe the trainee was during the
     role-play?
     _____ Not sincere at all (0)
     _____ Kind of sincere   (1)
     _____ sincere   (2)
     _____ very sincere   (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.0	2.3	15.0

USE OF INFORMATIVE FEEDBACK WITH EMPLOYEES

Pre and Postevaluation Results and Comparisons

Total Participants   : 11
Total Valid Evaluations: 102 (51 pre and 51 postevaluations)
Preevaluation Mean   : 20.7
Postevaluation Mean   : 23.7
% Change   : 14.5

1).   Did the trainee treat this situation as an opportunity for
      praise AND informative feedback?
      _____ Yes (3)
      _____ No (0)

Preevaluation Mean	Postevaluation Mean	% Change
2.6	2.8	7.7

2).   How well did the trainee provide operational feedback for
      the "employee?" (check one)
      _____ did not provide operational feedback   (0)
      _____ feedback to "employee" was somewhat vague (1)
      _____ provided operational feedback   (2)
      _____ all feedback was operationalized   (3)

Preevaluation Mean	Postevaluation Mean	% Change
1.9	2.3	21.0

3).   Did the trainee use "I" statements during the role-play?
      _____ Yes (3)
      _____ No (0)

Preevaluation Mean	Postevaluation Mean	% Change
2.7	2.9	7.4

4).   While engaged in the role-play, how well did the trainee
      maintain eye contact with the "employee?"
      _____ Never looked at the "employee"   (0)
      _____ Looked at the "employee" < half of the time (1)
      _____ Looked at the "employee" > half of the time (2)
      _____ Continuously maintained eye contact   (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.6	2.8	7.7

5). While engaged in the role-play, how well did the trainee describe the behavior without placing blame?
_____ Was very negative, blaming   (0)
_____ Was somewhat negative, blaming (1)
_____ Not negative, blaming   (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.3	2.4	4.3

6). While engaged in the role-play, did the trainee detail what was expected of the "employee?"
_____ Yes (3)
_____ No (0)

Preevaluation Mean	Postevaluation Mean	% Change
2.6	2.9	11.5

7). How specific did the trainee define the reason for feedback (i.e., the effect of the behavior)?
_____ Did not relate any specifics (0)
_____ Was vague about specifics   (1)
_____ Was somewhat specific   (2)
_____ Was very specific   (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.3	2.6	13.0

8). From your vantage point, how positive of an experience was this for the "employee?"
_____ Not positive at all (0)
_____ Slightly positive   (1)
_____ positive   (2)
_____ very positive   (3)

Preevaluation Mean	Postevaluation Mean	% Change
1.8	2.3	27.8

9). How useful did you believe that the feedback was to the "employee?"
_____ Not useful at all (0)
_____ Kind of useful   (1)
_____ useful   (2)
_____ very useful   (3)

Preevaluation Mean	Postevaluation Mean	% Change
1.9	2.4	26.3

NOVA UNIVERSITY
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VERIFICATION OF PRACTICUM PROJECT STATEMENTS

SECTION II - To be attached to the Practicum Report.

I verify that the below named student did conduct the practicum project described in the submitted Practicum Report and I attest to the fact that this practicum project was carried out by the student in a responsible, professional, and competent manner.

Practicum Title _Increasing Job Satisfaction Among Child Care Workers_
Through the Training of First-level Supervisors

Student's Name _Angelo M. Bonsutto_   **Cohort** _54_

Verifier's Name _Michael J. Haggerty_

Verifier's Position _Associate Executive Director_

Relationship to Student _Supervisor_

Name of Verifier's Work Setting _Parmadale, Inc._

Address _6753 State Road_

Parma, Ohio 44134
City   State   Zip

Telephone Number _(216) 845-7700_

Verifier's Signature _Michael J Haggerty_

Date _06/02/93_